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ABSTRACT

This module provides materials for a course in business writing, including the writing process, letters, memos, and resumes. The material is designed for three 1-hour classes in a seminar format. Section 1 consists of an introduction, a list of class objectives, and a course outline. The course outline details teacher activities and student exercises and makes reference to the attached handouts, where appropriate. Topics covered during each of the three classes are as follows: (1) introduction and overview, writing process, and writing memos and letters; (2) writing the draft and revising; and (3) editing, publishing, and resume writing. Section 2 provides handouts and materials on writing a business letter, including a sample letter and a memo, informational handouts, organization guide, and grammar guidelines. Section 3 is a "first aid kit" for resumes with informational handouts, resume skill finder, skills checklist, assessment checklist for a resume, and sample resumes. (YLB)

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BUSINESS WRITING

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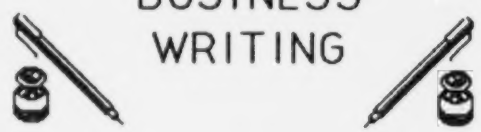
BUSINESS WRITING



Section 1: Introduction
Class Objectives
Course Outline

Section 2: Writing a Business Letter

Section 3: Writing a Resume

Sherri Cartee teaches basic skills and writing classes. She taught at Lakeside Middle School in Anderson and Easley High School in Easley before coming to WestPoint Pepperell. Sherri attended Anderson College and Furman University, where she earned a BA in English. She has two wonderful children, Jeremy and Katy, and she live in Anderson. She enjoys reading, writing, camping, hiking, sewing, quilting, and Contra dancing. She developed the attached reading/communications module. The material was presented in a seminar format, but provided an intensive study of the writing process and of the function of writing as communication.

The enclosed materials were developed at

WestPoint/Stevens, Inc.

in

Clemson, South Carolina.

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SECTION 1

INTRODUCTION

CLASS OBJECTIVES

COURSE OUTLINE

Business Writing
Writing Process, Letters, Memos, Résumés

Many employees confess a lack of confidence in their writing abilities; however, they are required to use written communication in spite of their fears. Corporate training time --a precious commodity-- generally must be invested in solving specific production problems.

Because of people's writing anxiety and the unmet training need, we thought that a short course in business writing might interest some employees. But the large response to our class surprised even us. Because it was a pilot class, we first offered the writing class to a small representation of the plant population. When 32 people showed up the first day, we knew we were offering a relevant course. When 84% of these completed the course, many saying "Thank you" as they left, we knew we had met some real needs.

The course was divided into three classes, each lasting one hour. While only an overview of writing could be accomplished in such a short time, the reach of the class was extended by many supportive handouts, homework, and the offer of a continued writing workshop class.

Greatest emphasis was placed on the writing process, especially prewriting (deciding what needs to be said) and revising (clarifying ideas, communicating what is intended, and searching for breaks in logic). It was decided that focusing the class on business form and grammar/editing, though much easier to teach, would be a waste of valuable time. In the first place, grammar/editing skills take much longer than three hours to learn. More importantly, most people's fears spring from a perceived inability to say what they wish in a way that makes them look good; most fears do not spring from a perceived inability to place a comma correctly.

The purpose of written communication is, after all, *communication.* One of the most important objectives in this short course was to help people realize that they already possess many of the skills required to communicate in writing. Simply helping someone overcome her lack of confidence in her ability to write will often improve the quality of her writing. This class went a long way toward meeting that objective as well as other, more traditional, objectives.

Class Objectives:

1. Students will be able to describe writing as a way to communicate with others on paper.

2. Students will be able to list the steps in the writing process.

3. Students will be able to create a semantic map to organize ideas for writing.

4. Students will be able to describe the differences between a memo and a business letter.

5. Students will be able to use business writing skills in personal and professional lives.

6. Students will be able to list several goals to reach for in business writing.

7. Students will be able to tell the difference between passive and active voice.

8. Students will be able to list several strategies for revising their writing.

9. Students will be able to describe some attributes of effective business writing.

10. Students will be able to tell the difference between a complete sentence and a fragment.

11. Students will be able to write a memo and business letter.

12. Students will be able to create an effective résumé and cover letter.

13. Students will be able to appreciate their own ability to complete writing assignments successfully.

The goal for the class was that all students be able to successfully attempt at least six of the above objectives. With a longer class the expectations would increase.

Course Outline

Day 1 Introduction and overview

Teacher uses own writing experiences to illustrate the benefits of effective writing.

Students are asked to share their own experiences with writing.

Point out letter to students (sheet 1). Ask students to read it before the next class if you don't have time to have them read it in class.

Go over *What writing is . . . and isn't.* (sheet 2)

Ask: *When you think of writing, what comes to mind?*
List student responses on board. Have students begin to group and organize ideas. Transfer their organized ideas to a semantic map on the board. The central circle could be: *What are my concerns about my writing?*

One class showed great humor and creativity in this activity. One list of ideas had to do with coming up with ideas for writing; they labeled that group "Genesis." The next group of ideas had to do with putting their ideas on paper; they labeled that group "Exodus" (or "Let's get this done and get out of here!"). The final list had to do with grammar rules; they labeled that group "Leviticus," or the Law.

Writing Process

Use the previous activity to introduce writing process. Tell students they have just completed the steps involved in getting ready to write, or prewriting. Briefly describe the steps for effective writing:

prewriting, writing the draft, revising, editing.

Discuss ways to organize ideas. Point out sheets 4 and 5. Have students read these for homework (as well as sheets 6-14)

Writing Memos and Letters

Briefly go over business letters and memos. Tell students that business writing is focused, to the point, readable, complete - different from "school" writing in the way information is organized and presented. Point out sheet 3 and have students read it.

Ask students to bring examples of memos and/or letters to share.

Day 2 Writing the Draft

Review steps of the writing process.

Remind students that goal of writing is communication. Add that business writing is a way to record and document information so that it can be used by others in the future.

Remind students: Memos go to colleagues and employees.
Letters go to people not part of immediate work environment - outsiders.

Ask students to share experiences, questions, examples of business writing.

Discuss tips for writing the draft (see sheets 7 - 12). Point out reasons for transitions. Give examples.

Show and discuss model examples (sheets 18 - 22).

Revising

Discuss how revision involves *ideas* and *clarity*, not grammar, spelling, and punctuation.

For illustration, I devised the following word picture:
When one makes jelly or preserves, one starts with a big pot of fruit juice or fruit pieces -- good-tasting, but not jelly. For jelly to become jelly, it has to be boiled down to a fraction of its former volume. One wouldn't try to spread fruit juice on a piece of toast; if one wants a useful spread, one has to boil out all the unnecessary liquid. It's the same with writing - one has to "boil out" all the wordiness, pompous language, unclear statements and unnecessary information so that a useful document is created.

Go over information in sheets 10 - 13; 17 - 18; 23 - 24.

Have students practice during the week:
1. Review your own writing to find *message, details, objective.* Look for ways to revise and clarify ideas.
2. Practice revising some of your past writing.
3. Revise writing that you receive from others (Don't send it back to them or show it to anyone else except a teacher!).

Teacher Helps:

Goals for writing memos:

1. Define your purpose within the first two sentences.
2. Provide enough background so that any reader can understand the information. If you must, attach relevant technical or explanatory information with the memo. Refer to the information within the memo.
3. Analyze the information you present. Make it make sense. Help reader see your position.
4. Make sure you state clearly what you want the reader to do with the information you provide.

Use examples of confusing sentence construction to alert students to need for revision and to introduce editing. See sheets 10 and 24. Also, consider the following:

"Sentences which actually appeared in church bulletins" (source unknown)

1. This afternoon there will be a meeting in the south and north ends of the church. Children will be baptized at both ends.
2. Tuesday at 4:00 pm, there will be an ice cream social. All Ladies giving milk please come early.
3. Wednesday the Ladies Literary Society will meet. Mrs. Johnson will sing "Put Me In My Little Bed," accompanied by the pastor.
4. This being Easter Sunday, we will ask Mrs. Johnson to come forward and lay an egg on the altar.
5. The Ladies of the church have cast off clothing of every kind and they may be seen in the church basement on Friday afternoon.
6. The service will close with "Little Drops of Water"; one of the Ladies will start quietly and the rest of the congregation will join in.
7. Thursday at 5:00 pm there will be a meeting of the Little Mother's Club. All wishing to become little mothers will please meet the minister in his study.

Day 3 Editing, Publishing, and Résumé Writing

Review the writing process briefly.

My favorite image to describe editing is one of "dusting." When one has company, one usually puts away (or at least hides) most of the clutter and clears a path to the door (revising). The last thing one does is give everything a quick dusting to make it shine. Visitors would not notice the nice dusting job if one left the house a mess, piled up from the door to the couch.

Teaching editing must take into account the needs of each particular class. Class may involve discussing what makes a sentence (sheet 25), or it may involve some rules of grammar (sheets 26 - 29). One of my favorite strategies is to use fresh grammar and usage ideas from James J. Kilpatrick's newspaper column. In addition to his column, he has also written a book that will be published by Andrews & McMeel, Fall, 1993.

Sheets 15 - 20 also provide help for planning discussion on editing.

Résumé Writing

Material in the résumé writing packet provides a springboard for discussion. Teacher notes on the next page may help in planning. Wherever possible, this module should stand alone as a seminar, with time for students to create or improve their own résumés.

RESOURCES

Evers, Jim. *The Hate to Write But Have To Wnter's Guide*. James L. Evers Associates, "Workplace Basics," 10 Rockland Avenue, Manuet, New York 10954; 1990.

This handbook is especially useful and inviting. It can be used as a student textbook. Pages are color-coded to correspond with the steps in the writing process. I highly recommend it.

Caskey, C. O. *Frugal Me! Frugal Me!* R. L. Bryan Company, Columbia, SC; 1985.

Dr. Caskey's lighthearted approach to the subject of business/technical writing makes for enjoyable reading while providing particularly practical insights into the nuts and bolts of creating effective business writing.

Estnn and Eliot. *Technical Writing in the Corporate World*. Crisp Publications, Inc., Los Altos, CA; 1990.

This handbook offers guidance and many examples to help writers improve their work. The authors focus their book mainly at an audience of technical engineers, but all business writers may benefit from the organization of this book and its helpful tips.

Teacher's Notes

1. Résumés are the first impression you make on prospective employers. Should be organized, clean-looking, present your best up front.

2. Planning is most important step. Listing and ordering your skills gives you confidence and way to present yourself positively.
   Questions handout and Transferable skills handouts.

3. What do you put in a résumé?
   1 page, at most 2
   Write in phrases - employer should be able to scan quickly (1 minute) and learn most important facts about you. Select work and educational experiences with care.
   Name in bold top, center. Underneath, permanent address & phone.
   Many use "Employment objective" - narrowing down what you are looking for - some employers look for this
   Rest is ordered by importance - what will make you look most desirable (your best suit)
   Work experience - start w/most recent. List responsibilities,skills.Use phrases, not complete sentences. OR - if relevant skills come from a *recent* job other than your present one, you may want to list it first. List job titles, achievements. List professional certificates/licenses, memberships, computer knowledge, foreign languages.
   Education - where, date, academic record, honors & awards, relevant activities.
   Background and interests - like a warm-up for interview; lets interviewer see you as a person
   References - May not have room on résumé, but be sure to have a list with you at interview in case they are requested.
   Any unique information, valuable projects, or accomplishments should be near the front of the resumé. Make them visible. This is a sales paper - you are trying to sell YOU!
   Always send a cover letter with your résumé.
   Make sure cover letter is same type paper as résumé.
   Send résumé/cover letter to a specific person when possible.
   Use the word **you** instead of **I** whenever possible: "You will note from my résumé. . . ."
   Always send a thank you letter after an interview. (Interviews and surviving them are a whole other subject!)

   DO NOT include: photo, your sex and age, political/religious affiliations, salary expectations

   Make sure it is expertly typed, not sloppy or untidy.

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SECTION 2

WRITING A BUSINESS LETTER

WRITING A BUSINESS LETTER

(or, Gee, do I have to do this?)

August 1993

with thanks to Jim Evers,
author of The Hate to Write but Have to Writer's Guide
James L. Evers Associates
Nanuet, New York

The Learning Center Writing Course
WestPoint Pepperell
Clemson, SC 29631

August 24, 1993

Reluctant Writer
WestPoint Pepperell
Clemson, SC 29631

Dear Reluctant Writer:

Introduction
Many people must write as part of their jobs, but most do not enjoy the task. Lack of training, lack of experience, and lack of confidence in writing ability often create panic in the most competent business people.

Message
If you have been looking for help in how to write business correspondence, you have come to the right place. While I can't do much more than scratch the surface in an hour's time, I hope that the tips I give you can be of benefit to you as you complete your job.

Details
I will touch on the basics of clear business writing:

planning the job, getting your ideas down clearly, completing your writing task

You will receive several handouts which may help you with your future writing tasks.

Conclusion
This class is not meant to be a thorough course in all there is to know about effective writing. My intent is to help you gain more confidence and skill as you write. If you desire a more detailed writing course, let me know so that we can plan a class to meet your needs.

Sincerely,

Sherri Cartee

Sherri Cartee

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What Writing Is . . . and Isn't

1. Perfect writing doesn't exist.

2. Communication: Writing is simply conversation on a slow time table. You say what you need to say, then the person answers or responds to what you say. The only catch is that written English has some rules and forms that are different from spoken English. These rules and forms are why it appears so formal. Take heart! The rules can be learned!

3. It may help to think of your reader as your client. Picture the person to whom you are writing. ***Write so that your reader will understand; don't write to impress.***

4. How effective your writing is depends on how the reader reacts to what is written.

5. Positive results occur when you **know**
   respect the needs of client (reader) and
   meet yourself.

6. ALL writers experience writing frustrations and difficulties.

Anxiety Causes Blocks to Writing

1. Complaining - "Why do I have to do this?"
2. Apprehension - "I don't think I can."
3. Perfectionism - "This must be absolutely perfect to be acceptable."
4. Judgment - "I'm going to look stupid (to the reader, to my boss)."
5. Stalling and excusing - "First I'll take my coffee break; then I'll start my writing."
   "I've been interrupted all morning, so I haven't had time to start my work. Why start now?"

All these anxiety tricks won't get the writing done.

Recognize the blocks when they occur, but get on with the process of writing anyway.

MEMO

Date: August 24, 1993
To: Reluctant Writers
From: Sherri Cartee
Subject: How to Plan and Complete Your Writing

Message

If you have to write memos, letters, reports, or articles, here's how you can plan the job more effectively and complete the task.

Details

A. Complete prewriting steps before you begin the actual document.

1. Identify your topic. What specific information do you need to communicate to your reader? What information do you need to request?
2. Focus on who your reader is and what you need to get from him. Writing as if you were talking to a specific person can make your writing more effective.
3. Brainstorm and organize your ideas.

B. Write your first draft.

1. Use your organized ideas as the bones of your writing.
2. Flesh out your work with an introduction, transitions, and a conclusion.
3. Concern yourself with the content, not the mechanics (grammar, spelling).

C. Revise the content.

1. Give your written work a resting period.
2. Read it over to make sure that all necessary facts and questions are present.
3. Pay attention to the clarity (or lack of clarity) of your writing. Make changes as necessary. (Ideally, have an effective writer look it over with you.)

D. Edit your work.

1. **Now** is the time to pay attention to mechanics and form.
2. Check grammar.
3. Check spelling.

E. Get the work out!

1. Put writing in final form on official stationery.
2. Look it over one final time, then sign it.
3. Send it on its way.

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Organizing your ideas

After brainstorming and listing your ideas, you can usually find a way to organize them so that you present them in your writing in the best way possible. Is there a logical or obvious order that jumps out at you from your prewriting work?

Here are some ways that ideas can be organized:

Greatest to least
Least to greatest
Step-by-step
Comparison (ways alike) and contrast (ways different)
Pro and con (for and against)
Sequential (first, second, third, etc.)
Spatial (this next to this, which is next to this, which is by this, which is across from this)
Temporal (this month, then in July, again in September, then in November)
Cause and effect (if . . . . happens, then . . . . .)
Least preferred to most preferred
Most preferred to least preferred

From your map or list, order your ideas:

1. Number each idea according to your ordering pattern. Or . . . .
2. Put each detail you plan to use on a separate post-it note. Post them in front of you on a piece of paper, on your desk, on your computer, on the wall. Then move them around until you achieve your best order to support your message.
3. Optional: Before writing your first draft, take your ideas and organize them in an outline so that you can summarize what you are doing. If all the pieces are there and it makes sense to you, start writing!

I know all this seems like it is taking too much time, but with practice these steps will make your writing better, more efficient, and, most importantly, more effective. An additional benefit for you is that you have created a file with a wonderful memory jogger -- you have documentation about your writing process, the facts you've collected (and from whom), and many other details which may benefit you if you are questioned later about the project or the meaning of your writing.

Organization Guide

1. Working Title: (what am I writing about)

2. Deadline: (when do I have to have this completed?)

3. Reader: (who am I writing to/for?)

4. Reader info: (how can I best inform/influence my reader?)
   What characteristics of this reader must I keep in mind?
   What will this reader be looking for?
   What's in it for my reader? (Letting him know how he will benefit is an excellent way to "sell" your ideas or motivate response.)

5. Message: What conclusion do I want my reader to reach? What key need of my reader am I addressing?

6. Objective: What action (if any) do I want my reader to take?

7. Details: These come from your brainstorming map (semantic map).

Organization Guide

1. Working Title:

2. Deadline:

3. Reader:

4. Reader info:

5. Message:

6. Objective:

7. Details:

TONE

Tone, or style, is how a piece of writing sounds. Experienced writers adapt their tone to their purpose. They can make a piece sound friendly, unfriendly, distant, close, personal, impersonal, gentle, firm, direct, indirect, bureaucratic, obscure, lofty, humorous, warm, etc.

Until you have experience, you may find that the tone of your writing just "happens." You may not have even known that you could create a specific sound for each piece of writing. But you can.

Your sound, or style, will depend on the purpose of your writing.

If you choose an *informal* style, your writing will feel close and direct. You write as if you are talking directly to the reader. Use names, especially first names. Use personal pronouns, especially "I," and a few contractions (isn't, don't, we'll, etc.) Keep most of your sentences short (under 20 words), and use active voice.

Active Voice Examples

We have decided that . . .
I will forward the report . . .
Mr. Morris reviewed your proposal . . .

If you choose *formal* style, your writing feels distant and non-direct. In this case, you write as if the company or some authority is talking, not you personally. Don't use first names, don't use "I" or "you", and don't use contractions. Use longer sentences, and use the passive voice (use this form SPARINGLY).

Passive Voice Examples

It has been decided that . . .
A report will follow . . .
Your proposal has been reviewed

While passive voice has its function, for most writing assignments use active voice and avoid passive voice. Passive voice tends to be more confusing, cluttered, and ambiguous -- it's the nature of that style. It is often difficult to tell who has done what, who will do what, or what someone expects the reader to do. Active voice, on the other hand, tends to have more energy, appears more clear, clean, and inviting. The reader usually knows who has done what, who will do what, and what the writer expects the reader to do.

Writing the Draft

1. Remember, you do not write the finished product first. This will be your working copy. Be creative and free here. You will adjust it later.

2 It may help to think "I am writing to tell you that . . ." and then start writing to finish that phrase. DO NOT include that phrase (or anything like it) in your finished writing. The fact that the reader gets mail from you tells him that you are writing to him. The sentences in your letter should tell him WHY you are writing without your having to explain it before you do it. Get it?

3. For most letters and memos, you will probably organize your writing to fit the pattern of (1) **message** [main idea] (2) **details** [evidence to support message] and (3) **objective** [optional; what you want the reader to do].

4. Other specialized types of writing adapt better to other patterns. A few options are listed below:

1. Reports and studies
   - Purpose of report or study
   - Summary of the conclusions
   - Expanation of details that led to the conclusion
   - Recap the summary

2. Reports/studies of problems
   - Problem - state it and its background
   - Recommendations for resolving the problem
   - Why you recommend what you recommend
   - Review of other solutions that were rejected and why
     (This is called bursting the balloon of the belly-acher before he starts blowing it up.)
   - Solution - How will it be implemented (steps)?
   - Summary

3. Notices, follow-ups, letters, memos (the quickie)

   - Focus the reader's attention on the issue
   - Detail/explain evidence needed
   - State conclusion

4. Articles, sales letters, advertising, public relations (or, how to hook someone and keep them on the line until you catch their full attention and possible approval)

Attention getting opening (question, quotation, quick story)
Message
Word Picture of your message (must be vivid, engaging)
Message repeated as a conclusion

5. Sales letters

State the needs the client wants met (you are on his wave length and understand)
Show (quickly) how features of your product benefit the client by meeting his needs. Try this: Feature + So What? = Benefit. Answer the "So what?" , considering your client's needs, and you have him listening.

Remember this: SALES writing is written sa-les "Say less" in order to be effective.

When you utilize a more complex pattern for writing, you will probably be more successful if you make a heading on a post-it note for each aspect of the piece (details, summary, features, etc.); then organize your ideas on post-it notes under each heading.

Next, write each heading on the top of a separate piece of paper, or list them separately on your computer screen, and write what you intend to say in each section. If you feel stumped, think, "In this section, I'd like to say that . . . ." Write whatever comes next in your mind. Remember, though, don't include that phrase in your final draft!

Most important of all, remember that you are simply communicating your ideas with another human being. Write as if you were talking with a specific person about a specific subject. The nice part about this way of communicating is that you can dress up what you say and take your foot out of your mouth **before** you embarrass yourself by saying something the wrong way, **before** you let your temper say something you will regret, **before** you make an error that might get you in a sticky predicament.

Another benefit is that you can't be interrupted until you make your point. With careful, clear writing, there is a lesser probability that you will be totally misunderstood and a greater probability that real communication takes place.

UNCLEAR WRITING

Have you ever read or written any sentences like these? These are sentences from actual letters:

I am forwarding my marriage certificate and six children. I have seven, but one died, which was baptized on half a sheet of paper.

I am writing the welfare department to say that my baby was born two years old. When do I get my money?

I cannot get sick pay. I have six children. Can you tell me why?

I am very much annoyed to find you have branded my son illiterate. This is a dirty lie as I was married a week before he was born.

In answer to your letter, I have give birth to a boy weighing ten pounds. I hope this is satisfactory.

****

Unclear writing happens. Everyone creates sentences that say what the writer didn't plan to say. How does one avoid such embarrassing moments? There are several ways:

1. Have someone else read your work before you publish (send) it. They won't have the benefit of the mental connections you used when you wrote it, so anything you leave out will confuse your reader, and you can clarify your writing before you send it.
2. Put your work away for a few hours or, if possible, for a few days. Read it over again. You will be more likely to be surprised by sentences that don't "click".
3. Many sentences go astray because of misplaced modifiers. Even when the sentence has an error in construction, our wonderful minds can often find the writer's intent. As a writer, however, you want to make sure your sentences are as clear as possible. Avoiding confusion requires attention to (horrors!) grammar. Yes, all those hours in English class did have a purpose for the real world. You might do well to invest in a copy of an English handbook such the one published by Little and Brown.

Transitions

When you want your writing to read smoothly, connect your ideas. In writing, **transitions** are a good way to connect two ideas by acting as links, or glue, to hold your ideas together.

Connect sentences and paragraphs by referring back to information you have already given. Be careful, however. You want to make sure that you make your connections clearly. Sometimes you make connections in your head that do not appear on paper as you want them to.

Ways of creating transitions

Time relationships

after	eventually	later	soon
afterwards	finally	meanwhile	sooner
always	first	next	till
as soon as	following	now	then
at the same time	immediately	once	today
before	in order to	second	until
during	in the meantime	someday	when
earlier	last	sometimes	yesterday

Relationships between ideas
(connecting two ideas that express related thoughts about the same subject)

accordingly	even though	mainly	similarly
also	furthermore	moreover	since
and	if	more important	
as	in the same way	most important	
because	like	neverthelss	therefore
besides	likewise	otherwise	unless
			while

Restating the main idea
(saying the same thing in another way - example: *The facts show that regular exercise is good for your health.* ***As a result*** (of exercise being good for your health), *millions of people have started jogging, swimming, and dancing.)*

as a result	consequently	hence	since
as a result of	due to	in conclusion	
as long as	evidently	in view of	so
because of	for this reason	it is evident	summarily
			thus

Opposite points of view
(connecting two opposing ideas)

although	in contrast	even so	while
but	on the contrary	though	yet
conversely	on the other hand	unless	still
however	than	unlike	as opposed

Location

above	among	beneath	in front of
across	around	beside	inside
against	away from	between	into
along	back of	beyond	near
alongside	behind	by	off
amid	below	down	onto
on top of	outside	over	throughout
to the right	under		

Emphasize a point

again	indeed	for this reason
to repeat	with this in mind	in fact
truly	to emphasize	

Conclude or summarize

as a result	consequently	accordingly	in short
finally	thus	due to	to sum up
in conclusion	therefore	in summary	all in all

Add information to something already stated\

again	and	furthermore	next
also	besides	likewise	finally
additionally	equally important	moreover	as well
in addition	for example	further	together with
another	for instance	furthermore	along with

Clarify something

that is	put another way	to clarify
in other words	stated differently	for instance

Revising your Writing

Revision means to "see again" (re - vision); that is, you will be seeing your work with fresh or different eyes in order to see needed changes in **CONTENT** - ideas, facts, details, coherence. You want to try to see the work through the eyes of your reader, from her perspective. This process comes after you have written your first draft.

1. Read it *orally* to yourself. Yes, I said orally. Your ears can often pick up what your eyes can't. Also, you must focus your concentration more intently in order to read aloud and listen to what you say. If you involve your ears in the process, it will be more difficult to skim through on auto-pilot without paying attention. As you read the piece, imagine that you are the person to whom this writing is addressed. Ask yourself these questions:

> Can I follow the message?
> Are the details supportive? Are they sufficient?
> Will the details have significance *for the reader?*
> Is my objective stated clearly?
> Is my conclusion the one I intended? Does it follow from the details I included?
> Are any sentences/paragraphs unclear/ ambiguous/ too wordy/ pompous/ illogical?

2. Enlist another reader or listener. If possible, read it aloud to her *in order for her to be able to give you a summary of the key points of what you said.* Ask her to tell you what she heard; in addition, ask her to tell you if anything seems to be missing or unclear. Thank her for her help.

Take her suggestions under advisement. Just because someone suggests something doesn't mean you have to make the change. If you know your purpose and audience better than your listener, you will know which suggestions have value, and you will also know which suggestions to discard. Make any revisions you feel are needed.

Be careful. If you allow someone to READ your piece at this point instead of your reading it to her, you will probably receive grammar and spelling help instead of *content revision.* If you prefer to allow someone to read the piece, try to make it clear to her that your focus (at this point) is on clarity and completeness, not grammar and spelling.

3. After making revisions, read it out loud again to yourself, pretending you are the intended audience. Does it hold together? Is it all there?

4. Make a clean copy, then go on to editing. Do not pass Go. Do not collect $200.

EDITING
(ARE YOU SCARED YET?)

Editing is the the LAST thing you do before preparing your final copy to publish (send out or mail). By this time, you should be fairly comfortable with what you said and how you said it. You should feel that your words effectively communicate your ideas, and you should be content with your organization and the effect your words create.

Most people, however, usually begin and end with this step. While editing is important for making a professional impression, it cannot fix a confusing sentence or poor organization. Editing is like whipped cream on a sundae. It makes a sundae look great when it's being served, but no one wants a sundae made exclusively of whipped cream!

If you focus on editing to the exclusion of focusing on clarity of ideas and effective communication, you are focusing on the whipped cream and ignoring the rich, rocky road ice cream and hot fudge sauce beneath (Hey, it's my sundae, and I like chocolate. You can make your own any way you like.). Having said all that, it's time to focus on correcting the mechanics of your work - the loose bolts, missing screws, and mis-sized gaskets of your writing.

Editing Guide

You are working from broad stroke changes down to fine detail changes:

1. Remove all of the following:

   cliches - (worn out phrases which have lost their meaning, such as "on the right track," "the light at the end of the tunnel," "busy as a bee," "as per your instructions," "thanking you in advance," "eagerly anticipating your reply."

   jargon - technical words, specialized phrases, "in" words that some people *-but not all-* understand. These words can obscure meaning for some readers. (ex. "download") Use technical language only when you are writing to someone within your area of specialization. OTHERWISE, AVOID IT.

   unneeded intensifiers - It is "really" important to be "very" sure not use vague words that don't add specific information. I mean, this is the "ultimate" in poor taste. I'm "really" sure that I want you to "totally" understand what I'm saying. For example, which is clearer: "This cake is really stale," or "This cake turns to dust when you try to pick it up"?

   vague conditions - These are brothers to unneeded intensifiers. Writers use these when they want to sit on the fence and

not make a commitment. (ex. - "The meeting will be important." *Why?* "His contributions were minimal." *How so?*) Others: good, workable, fine, suitable. Be specific. Take a stand. Tell the truth. Give the facts.

non-specific nouns and pronouns - Have you ever wondered who "they" were? "They" should take care of the national deficit. Who? Use specific nouns and pronouns; use names when possible.

2. Simplify wordy phrases and sentences.
   You don't get prizes for writing the longest, most complex sentence. I doubt you would even get a raise for it. Some writers use this tactic to appear more intelligent. It doesn't work.

	Wordy	Concise
Examples:	"Despite the fact that"	because
	"All of the.	.all
	"please don't hesitate to call"	call
	"at this point in time"	.now
	"a necessary requisite"	necessity
	"surrounding circumstances"	.circumstances

3. Check all sentences for completeness.
   This is a two-week class all by itself.
   Often, the problem is not lack of knowledge, but the fact that your mind goes faster than your pen, and you leave something out. Then you create the dreaded sentence fragment.

   "Each evening, security will check all entries. If they are locked."
   "Each evening, security will check all entries to see if they are locked."

   "Dee Petty gave the keynote speech. Which set a tone of quality."
   "Dee Petty gave the keynote speech, which set a tone of quality."

4. Keep all lists and strings in parallel structure.
   When you use a list of words or string of phrases/sentences, try to keep them all in the same part of speech or structure.

   "We'll need to review three tasks: producing, packing, how we ship."
   change to: producing, packing, shipping.

5. Unless they are intentional, change passive verbs to active verbs.
   Passive verbs make a piece of writing move slowly and sound bureaucratic.

Passive: The meeting next Tuesday will be chaired by D. Vickery.
Active: D. Vickery will chair next Tuesday's meeting.

6. Express negatives in positive form.
When you have something negative to say, try saying it in positive form, using specifics.

Negative: The machine never works.
He's never here on time.
Positive: The machine broke down six times this week.
He was late three times this month.

7. Review verbs and pronouns for consistency.
This is a lesson all by itself.
Here are two errors. See if you can find out what is wrong:
"Accounting, of all departments, were first to comply."
"The system overran the program. At the stop, it goes beyond and continued three cycles."

8. Check all spelling, *especially of names.*
Try going through your work backwards. You'll find misspellings easier this way.
Also, thankfully, this problem is what spell checkers on computers are for. Use them.
If all else fails, bring your writing to me to look over. I have an eagle eye for misspellings.
Another problem is homophones - words that sound alike but are spelled differently - there, their; wait, weight; toe-headed, tow-headed; foul, fowl; etc. Bee sure you keep piece by learning sum of these homophones. It may seam like a waist of time, but it is important hear to avoid the appearance of being a pore writer, witch makes you look less competent.

9. Check your punctuation.
Here's another section that could be a class in itself. Use an English handbook to get a better feel for correct punctuation, especially commas. Use semicolons only to connect two sentences whose ideas are highly related.

The Greige plant creates cloth; the Fabrication plant creates a finished product.

10. Once all the editing is completed, set the writing into an inviting layout and send it.
In long letters you may indent some sections, and you may use captions and subheadings to guide your reader through the work. Don't crowd your writing! Leave white space between sections and an inch space on all four margins.

Model 2.

Original — Work Update Memo

MEMO

Date: February 29, 1988
To: Janet Lake
From: Jordan Rivers
Subject: New Facilities Update

Janet:

1. The following will update all previous memoranda on HVAC for facility site #416, North Acres, Chicago.
2. We have completed all HVAC work except for the cafeteria.
3. The site director is waiting to be given a time slot for the completion of this work from Fred Brown.
4. The plenum box noise has been reviewed by the contractor and there will be an additional cost of $250 per double box for correction.
5. Balancer work has been completed and it will be reviewed by Margaret Higgins.
6. The 9540 Q-system will be done by Margaret.
7. The voucher for all installed (vs. corrected) has been submitted by me to accounting. Next update report is scheduled to be sent in two weeks.

(90+ words, 6 sentences, average 15 words per sentence)

General Remarks:

This memo is difficult to follow because of its use of passive verbs and its cluttered layout. Passive verbs often make sentences longer and wordier.

Sentence Remarks:

1. Put all of this in the subject heading. Also, it's unnecessary to say that an update memo updates previous memos.
2. Put the exception first (except for the cafeteria, we have completed . . .), especially if that's important or newsworthy.

3. Passive — use active. (See revision) (Passive = ". . . waiting to be given a time by Fred"). (Active = "Fred will give a time . . .").

4. Passive — use active. (See revision) (Passive = ". . . has been reviewed by the contractor"). (Active = "The contractor has reviewed . . .").

5. Passive — use active. (See revision) (Passive = ". . . has been completed and will be reviewed"). (Active = "We have completed the balancer work and Margaret will review it").

6. Passive — use active (See revision).

7. Passive — use active (See revision).

8. Passive — use active (See revision).

Model 2.

Revision — Update Memo

MEMO

Date: February 29, 1988
To: Janet Lake
From: Jordan Rivers
Subject: HVAC Update, New Facility site #416, Chicago

Here are six update items:

1. HVAC Installations:
   Except for the cafeteria, we have completed the HVAC. Fred Brown will assign a time slot for the cafeteria.
2. Plenum Box Noise:
   The contractor reviewed the problem. Baffles are needed. The additional costs will be $250 per double box. We have 10 double boxes. Cost: $2500.
3. Balancer:
   All balancer work is completed. Margaret Higgins will review that work.
4. 9540 Q-System:
   Completed. Margaret will do a test run walk-through.
5. Voucher:
   I submitted voucher #4367 to accounting for all installed HVAC, but not for corrected work.
6. Next Update:
   I'll send the next update on September 18, 1988.

(105+ words, 13 sentences, average 9.2 words per sentence)

from The Hate to Write But Have to Writer's Guide, Jim Evers Associates, 10 Rocklan Ave., Nanuet, NY 10954

DOCUMENT 1: THE MEMO

Date: March 9, 19XX
To: Keith Daniels, VPAA of Systems Development
From: Pam Silver, Field Representative, Division G
Subject: The Smith Water-Waste Filtration System

At your request, last week I met with James Dobson of Smith Corporation regarding their new water-waste filtration system. I am writing to present my analysis of the appropriateness of the Smith XL-3500 Filtration System to our needs here at Cookman's.

Background: As you well know, our Simpson County plant will soon begin operation. Our company's long-standing concern with ecological issues warrants that we look closely at state-of-the-art water waste filtration systems, especially since the Simpson plant will produce over 180 million gallons of contaminated waste-water annually.

Smith Corporation: Smith Corporation, based in Atlanta, Georgia, has been in business for five years. It is well-known in the field of waste-water treatment; in fact, the recent use of a Smith filtration system saved Barney Corporation from a growing reputation as a leading contributor to environmental pollution in our own state.

The Smith Water-Waste Filtration System: The superiority of the Smith System may be judged by five criteria:

1. *Efficiency:* The heart of the Smith system is made of an inert polymer material that can withstand any liquid with a Ph within the range of 0 to 14. The system provides an absolute barrier that prevents all contaminants from being discharged. Materials such as BODs (Biodegradable Organic Ditoxins) and CODs (Concentrated Organic Detergents) are retained almost 99%. The contaminants we will produce at our Simpson County plant—iron, lead, and zinc—are nearly 100% retained.

2. *Compatibility and Future Flexibility:* All Smith systems may easily be tailored to the particular needs of an existing plant. In addition, should any new products or processes alter the characteristics of our plant, Smith can easily accommodate such changes. With this guarantee, there is little chance of the system becoming outdated.

3. *Warranty:* Smith Corporation offers a five-year warranty on all their water-waste filtration systems. The Corporation also guarantees that their system will produce discharged water that is in compliance with all federal, state, and local waste discharge requirements.

4. *Cost:* The Smith system most suited to our needs is the XL-3500 Membrane Filtration System, priced at $145,000. This total price includes a foam control system as well as a computerized chart recorder that will allow us to monitor the system's effectiveness.

5. *Maintenance:* The system membrane is designed to maintain a high rate of productivity along with minimal cleaning requirements. Since the system is made of polypropylene, nylon, stainless steel, and other non-corrosive materials, replacement costs will be minimal. And, since the system's design allows complete contaminant removal with consistenly high filtrate flow rates, a substantial savings in energy costs will be realized.

Conclusion: Judged by these five criteria, the Smith Corporation seems well qualified to provide our new Simpson County plant with the needed water-waste filtration system. Also, recall that the XL-3500 Filtration System is 15% less expensive than that offered by its chief competitor, Metacorp. (See my March 1 memo.) Moreover, since Smith Corporation seems to have excellent upgrade capacity, while Metacorp did not, I believe we should consider further investigation of the Smith XL-3500 Filtration System.

With your permission I would like to set up a meeting with our design team and Mr. Dobson for next week. I look forward to your reply.

from Technical Writing in the Corporate
Estin & Eliot, Crisp Publications,
Los Altos, CA

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BRISTOL-MYERS PRODUCTS
U.S. Highway 202/206 North Somerville, NJ 08876-1279
Toll Free: 1-800-468-7746

Consumer Affairs Department

August 2, 1993

Ms. Sherry Cartee
150 Continental St
Apt D33
Anderson, SC 29625

Dear Ms. Sherry Cartee:

You recently contacted our representative, John Scheeler in the Consumer Affairs Department and your inquiry has been referred to me. We appreciate your taking the time to contact us. We take pride in the quality and safety of our products, so it is of concern to us when they do not meet your expectations.

We regret any inconvenience you may have experienced with our product Ban Fr&dry Roll-on and are enclosing par value coupons totalling $3.00.

Customer satisfaction is important to us. We value the information your remarks offer us and look forward to serving you in the future.

Sincerely,

Ray C Heimbuch

Raymond C. Heimbuch
Consumer Affairs Manager

Enclosures: 178290-1
P3-1 BAN-2

Heading
275 Robins Run
Burlington, WI 53105
February 28, 19__

four to seven spaces

Inside Address
William Collins & World Publishing Co., Inc.
2080 West 117th Street
Cleveland, OH 44111

Salutation
Dear Sir: — double-space before and after

Body
I am writing you to ask for your help with a project. A fellow teacher and I at Union High, Union Grove, Wisconsin, are presently developing a handbook for high school students. The handbook contains basic instruction in punctuation, capitalization, usage, and paragraphing, as well as several tables, lists, charts, and documents. The information we are including is that which we have seen a need for during our years of teaching.

We plan to include in the handbook a sample and an explanation of a dictionary entry. We would like to use a portion of pages 1365 and 1366 from your Webster's New World Dictionary, Second College Edition (copyright 1983), for this purpose. I have enclosed a copy of what we plan to do.

If you have any questions or comments, please do not hesitate to contact me. Thank you for your time and consideration.

Complimentary Closing
Sincerely, — double-space

Signature
Patrick H. Sebranek — four spaces

Patrick H. Sebranek

Initials
PHS:kk — double-space
Enclosure

22

from Writer's Inc.,
Write Source Publications,
Box J, Burlington, WI 53105

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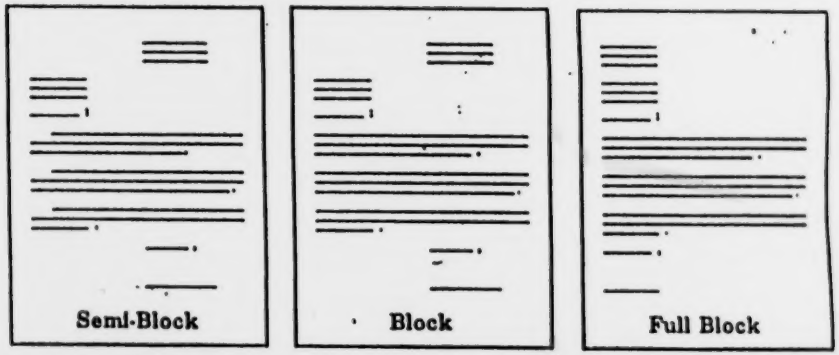
Styles of the Business Letter



Guidelines for Writing a Business Letter

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1. A good business letter is written for a definite purpose; know what your purpose is and make it clear early in the letter. (It can be helpful to actually write this purpose out on a piece of paper and keep it in front of you as you write.)
2. Collect all the information you will need for your letter and jot down the basic order in which you plan to cover this information. Organize your material in the most natural or most persuasive order.
3. Keep your reader in mind as you write, and select a tone for your letter which is appropriate for the reader and the "business" you are writing about. Your tone might be friendly, but firm; tactful, but insistent; etc. Whatever the tone, however, you must always be courteous. Use positive rather than negative words.
4. Use a writing style which is natural and easy to read; business letters need not be boring or complicated. Avoid the use of words and phrases which are stiff, technical, or overused. (See the "Expressions to Avoid in Business Writing," 417.)
5. Read your first draft out loud to test it for overall "sound" and effectiveness. Be sure your letter states clearly what it is you want your reader to do after he or she reads your letter. List only as many of the specific details as your reader needs to know. End your letter with a pleasant statement and a reminder of what action you hope your reader will take.
6. Follow the correct form for the kind of letter you are writing and use that form throughout your letter. For example, if you indent one paragraph, indent them all. If you place the heading along the left margin, place the closing there as well.
7. Make sure your final copy is typed or written (in ink) neatly and is attractive in appearance. Change typewriter ribbons if yours is light or inconsistent. Use a good quality paper whenever possible, and erase or cover your errors completely.
8. Revise and proofread your letter the same way you would any other piece of writing. Look for errors in sentence structure, usage, punctuation, spelling, capitalization, etc. (Use a proofreading checklist.)

Which uses short, well-written sentences?

Three separate filtration, washing, and dewatering problems that occur in the production of Herbicide 773 are considered in detail in the enclosed study which was made on a small, continuous drum-type filter, and the results are believed to be adequate to predict the behavior of small scale equipment and to afford a basis for the selection of larger units for new production plants.

The enclosed paper analyzes three separate filtration, washing, and dewatering problems occurring in the production of Herbicide 773. This study was made with a small, drum-type filter. The results are believed to be adequate to predict the behavior of small scale equipment. Therefore, the study will afford a basis for the selection of larger units for new production plants.

Which is more complete?

A quote has been received, after soliciting various manufacturers a while back, for 100 to 200 units to completer the manufacture of the HRV 200 TAS. For these units, a price was quoted as $473.25 each, plus a one-time installation cost of $7,500.

When quotes were received? Who is the manufacturer? What is the HRV 200 TAS? Who quoted the price of $473.25? Is that the price for each unit or for each set of 100 units? What is being installed for $7,500?

Last month Fred Markham of Multicycle Systems provided the following quote in response to our need for relay card units. These units will allow circuits on the HRV 200 TAS, our newest satellite, to be assigned randomly in order to minimize blockage and allow uninterrupted transmission. We will need 156 relay card units, each priced at $473.25. In addition, Multicycle engineers will be required to install all 156 units for which there will be a one time charge of $7,500.

from the article "Mangles Occur When Writers are Not Careful"
by James J. Kilpatrick

The AP filed a story out of Charlotte, N.C., about a man who owned four rottweillers. A Woman was responsible for keeping the dogs locked up. The dogs escaped and mauled a 4-year old girl. Reported the AP: "If Ms. Hunter and Brown agree to relinquish ownership of the dogs, they will be euthanized after a 10-day observation period." Pretty tough, I would say, on Hunter and Brown.

The AP's bureau in Stockholm filed a story in February: "Air piracy charges were filed Sunday against a man who used grenades to hijack a Russian airliner and his wife." Pretty tough on the wife.

From Los Angeles, the AP reported that pop megastar Michael Jackson suffers from a skin disorder that destroys his skin pigmentation. "He insisted he had 'very little' plastic surgery during a live television interview with Oprah Winfrey on Wednesday." Seems a strange time and place for plastic surgery, but you never know what to expect from Oprah Winfrey.

The AP's man in Bartlett Cove, Alaska, had a problem with a sentence in November. His mangle was a dangle: "Entering the bay from Icy Strait, the mountains are covered with lush forests of spruce and hemlock." When the AP reports that mountains enter bays, the AP is on to a highly readable story.

All of which brings back to mind a story that appeared a few years ago in the South Idaho Press. Few mangles will ever surpass it: "Warren Dudley of Cassia County is recuperating from wounds inflicted two weeks ago when an unknown assailant fired a shotgun at his backside. About 800 majijuana plants have been discovered in that same area."

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Part 1
WHAT IS A SENTENCE?

The surest way to get your meaning across is to use complete sentences.

A sentence is a group of words that expresses a complete thought. In other words, a sentence tells a whole idea. A sentence does not make the reader ask, "Who or what did something?" or "What happened?"

The following groups of words are sentences:

Terry plays jazz piano.
This new car runs on special fuel.
Where does Samantha work?

If a writer leaves out part of the idea, the result is usually a sentence fragment. A **sentence fragment** is a group of words that does not express a complete thought. For example, these are sentence fragments:

Plays jazz piano. (Who plays jazz piano?)
The new car. (What happened to this new car?)

Exercise A. Number your paper from 1 to 10. For each group of words that is a sentence, write S.

1. An airplane was hijacked.
2. The sport of basketball.
3. Forgot her homework.
4. Eric entered the contest.
5. A reporter interviewed the President.
6. Where is the counselor's office?
7. Was behind the tall fence.
8. The most popular kind of shoes.
9. The center recycles newspapers.
10. Beth speaks two languages.

Exercise B. Follow the directions for Exercise A.

1. A ten-speed bicycle.
2. This jet has three engines.
3. Crossed the wide lake.
4. Chris found a bargain.
5. Who will fix that faucet?
6. Heavy machinery at the site.
7. Exploded in the dark sky.
8. Fireworks ended the celebration.
9. Has the plane arrived?
10. Tara finished the job.

Grammar

I. THE PARTS OF SPEECH

1. noun - names
   E.g.'s: man, Iowa, corn, wealth

2. pronoun - takes the place of a noun
   E.g.'s: you, we, herself, them

3. adjective - modifies a noun or pronoun
   E.g.'s: red, large, two

4. verb - shows action or helps to make a statement
   E.g.'s: is, does, have wanted

5. adverb - modifies a verb, an adjective, or another adverb
   E.g.'s: rapidly, well, somewhat, too

6. preposition - relates a noun or a pronoun to another word
   E.g.'s: into, below, from, of

7. conjunction - joins words or groups of words
   E.g.'s: and, but, or, for, after, as, until

8. interjection - shows strong feeling
   E.g.'s: ow!

II. THE PARTS OF A SENTENCE

1. The subject is the word or group of words in a sentence doing the action or being.

   a. simple subject
      E.g.: <u>Charles</u> slept well.

   b. compound subject
      E.g.: <u>Charles</u> and <u>Emily</u> slept well.

2. The verb is the word or words expressing action or state of being.

   a. simple predicate
      E.g.: The action <u>is</u> on the field.

   b. compound predicate
      E.g.: We <u>assembled</u> and <u>checked</u> the motor.

3. The complement is the word or words in the predicate that complete the meaning of the subject and the verb. The direct object, the indirect object, and the object complement follow action verbs. The subject complement follows a linking verb.

   a. The direct object receives the action of the verb or shows the result of the action. It answers "what?" or "whom?" after a verb.
   E.g.'s: I took Lena with me. (I took whom?)
   Jean has written her paper. (Jean has written what?)

   b. The indirect object precedes the direct object and usually tells to whom or for whom the action of the verb is done.
   E.g.: Father promised me the car. (Father promised to whom?)

   c. The object complement is a noun or adjective that follows a direct object and refers to the object.
   E.g.'s: They elected Mary chairwoman. (noun)
   You made her angry. (adjective)

   d. The subject complement is a noun, pronoun, or adjective that follows a linking verb and refers to the subject.
   E.g.'s: New York is our largest city. (predicate noun)
   My best friend is she. (predicate pronoun)
   This book is dull. (predicate adjective)

Note: Here are some steps to help you identify complements.
1. Find the verb. Decide if it is an action verb or linking verb.
2. If the verb is an action verb, test to see if it has a direct object by asking "what?" or "whom?" after the verb.
3. If the verb is an action verb and has a direct object, test to see if it has an indirect object by asking "to whom?" or "for whom? after the verb.
4. If the verb is an action verb and has a direct object, test to see if there is an object complement by looking for a noun or adjective in the predicate that refers to the object.
5. If the verb is a linking verb, look for a noun or pronoun that follows the verb and renames the subject or an adjective that follows the verb and modifies the subject.

III. THE PHRASE

1. A prepositional phrase is a group of words beginning with a preposition and usually ending with a noun or pronoun (the object of the preposition).

   E.g.'s: in the classroom; after the exam

   a. A prepositional phrase used as an adjective is an adjective phrase.
      E.g.: Many <u>of the tourists</u> like historical places.

   b. A prepositional phrase used as an adverb is an adverb phrase.
      E.g.: She practices <u>in the studio</u>.

   c. Occasionally, a prepositional phrase is used as a noun.
      E.g.: <u>After dinner</u> will be too late.

2. Verbals are formed from verbs but are used as nouns, adjectives, or adverbs.

   a. A participle is a verb form used as an adjective. Like a verb, a participle may take modifiers, objects, and complements.
      E.g.: Instead of "My friend traveled in Italy, and he feared earthquakes," use "My friend <u>traveling</u> in Italy feared earthquakes."

   b. A gerund is a verb form ending in *ing* which functions as a noun. Like verbs, gerunds may take objects, complements, and modifiers.
      E.g.: Instead of "He swam rapidly and he escaped," use "He escaped by <u>swimming</u> rapidly."

   c. An infinitive is a verb form made up of to plus the form of the verb.
      E.g.: Instead of "It is tiring to do all this work," use "<u>To do</u> all this work is tiring."

3. An appositive is a noun or noun substitute set beside another noun or noun substitute and identifying or explaining it.
   E.g.: Instead of "I met Ron. He is an actor," or "I met Ron, who is an actor," use an appositive: "I met Ron, an actor."

4. A parenthetical element is an "interrupter," an amplifying or explanatory word or phrase, usually set off from the rest of the sentence by commas.
   E.g.: An experienced driver, <u>generally speaking</u>, does not fear the open road.

   Note: A verbal phrase may interrupt the sentence and therefore be considered a parenthetical expression.
   E.g.: My mother, <u>sitting near me</u>, smiled knowingly.

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Grammar

IV. CLAUSES

1. A clause is a group of words with a subject and a predicate.

2. An independent clause (main clause) is a group of words with a subject and a predicate expressing a complete thought. An independent clause can stand alone; it is the same as a simple sentence.

3. A dependent clause (subordinate clause) is a group of words with a subject and a predicate which is dependent for its meaning on another word. A dependent clause cannot stand alone.

   a. A dependent clause may be used as a noun or an adjective. That is, it is a noun clause or an adjective clause. Noun or adjective clauses usually begin with a relative pronoun (who, whose, whom, which, and that).
   E.g.'s: What you need is love. (noun clause)
   The man who stands alone fears not the opinions of others. (adjective clause)

   b. A dependent clause may also be used as an adverb. That is, it is an adverb clause. Adverb clauses usually begin with subordinating conjunctions (if, when, although, since, because, etc.).
   E.g.: If you miss class, you should get your assignment.

   c. Note: Learn relative pronouns and subordinating conjunctions so that you can recognize your dependent clauses. This is important for learning punctuation and learning not to write fragments.
   E.g. of a fragment -- THIS IS WRONG: You should get your assignment. If you miss class. (The latter word group is a FRAGMENT.)

IV. TYPES OF SENTENCES

1. A simple sentence is the same as a main clause. A simple sentence has only one subject and one predicate (both or either of which may be plural.)
   E.g.'s: He hit the ball.
   He and she both hit the ball and then stood waiting.

2. A compound sentence consists of at least two main clauses.
   E.g.: One man watched, and the other man acted.

3. A complex sentence is made up of one main clause and at least one subordinate clause.
   E.g.: When he came late, he missed the beginning of the discussion.

4. A compound-complex sentence is made up of at least two main clauses and at least one subordinate clause.
   E.g.: When he was late, he missed the beginning of the discussion; then he remained confused throughout the rest of the class.

SECTION 3

WRITING A RESUME

FIRST AID KIT FOR RÉSUMÉS

(How to make a good first impression on paper)

TRANSFERABLE SKILLS

What skills have you developed which would be useful in other jobs? Look below to see what you have to offer.

Communication skills: Writing reports, essays, and correspondence effectively, in plain language; speaking effectively to individuals and to groups; listening carefully and sympathetically whenever necessary; portraying ideas clearly and imaginatively.

Thinking skills: Defining a problem clearly; evaluating alternative courses of action critically; creating different solutions to a problem when more than one answer is necessary; shaping new ideas in the context of old circumstances.

Human relation skills: Interacting cooperatively with superiors, subordinates, and peers; communicating orders, instructions, and feelings with openness, genuineness, and understanding; delegating tasks in ways that show respect for the other person and receptivity to his or her ideas; negotiating, arbitrating, supervising; teaching and instructing.

Valuing skills: Being able to view and assess an area of work activity in terms of the effects it will have upon human welfare; making and enforcing decisions in terms that will maximize human welfare.

Research skills: Discovering and identifying people who have information that is relevant to a task or a problem; identifying resource materials necessary to the solution of a problem.

Interviewing skills: Acquiring information from people when they are reluctant to divulge it or when information is difficult to reach; generating trust in such situations, which is necessary for future contacts.

Planning/organizing skills: Being able to sense an idea whose time has come, to move toward work models that capitalize on this idea, and to sell the idea to appropriate people.

Managing/coordinating: Taking charge; having responsibility for bringing together people, resources, and events; coping with deadline pressure; budget management.

Résumé Skill Finder

Before summarizing your work experience and education in a résumé, you should identify the knowledge, skills, and abilities you have developed. Think of each job, life experience, or educational experience separately, and ask these questions about each experience. Then you can choose to emphasize the skills that relate to your career objective. Consider the following questions:

What skills have you developed as a result of the experience?

What do you know now that might be useful in the future?

Did you supervise any people?

Did you make any decisions? Recommendations?

What were your job responsibilities? How did they change and/or otherwise develop over the course of the experience?

Did you operate any equipment?

Did you gather any information or conduct research? Did you analyze information in any way?

Did your experience involve working with other co-workers? Teamwork?

Can you quantify the results of your work? (number of customers served, percentage increase in production and/or quality)

Did you utilize and/or develop any technical skills?

Did you produce any written documents and/or written reports?

Did you help other people an any way?

How well were you able to meet deadlines and handle pressure?

Did you assume any leadership roles?

Were you involved in any planning responsibilities?

How much time did you work each week?

Once you list all the skills/experiences you possess, consider how each of them relates to the job responsibilities you might expect in your chosen career field. Select those skills most directly related to the responsibilities. Highlight them, then make a new list with only those highlighted skills on it.

SKILLS CHECKLIST

____Writing reports, essays
____Writing correspondence
____Speaking effectively to individuals, groups
____Listening carefully and sympathetically
____Portraying ideas clearly

____Defining problems clearly
____Evaluating alternative courses of actions critically
____Creating different solutions to problems
____Applying new ideas to old circumstances

____Interacting cooperatively
____Communicating orders & instructions with openness, genuineness
____Delegating tasks with respect for the other person
____Negotiating
____Arbitrating
____Supervising
____Teaching and instructing

____Assess work in terms of effects on human welfare
____Making, enforcing decisions in terms that will maximize human welfare

____Finding people who have relevant information for a task; project
____Identifying resources necessary to solution of a problem

____Acquiring information from people when information is difficult to reach
____Generating trust in interviewing situations, necessary for future contacts

____Being able to sense an idea whose time has come
____Move toward work models that capitalize on new ideas
____Sell ideas to appropriate people

____Taking charge

____Having responsibility for bringing together people, resources, events

____Coping with deadline pressure

____Budget management

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ACTION WORDS FROM RESUMES

accommodated
achieved
acquainted
activated
adapted
administered
advertised

advised
advocated
altered
analyzed
appraised
approved
assembled

assisted
assumed
attached
attained
augmented-
authorized

balanced
built
classified
combined
commanded

communicated
conceived
conferred
consolidated
consulted

controlled
converted
counseled
created
curtailed

demonstrated
designated
designed
determined

developed
directed
disclosed
discontinued

discovered
dispatched
displayed
distributed

economized
educated
eliminated
employed
encouraged
established
estimated

evaluated
examined
exchanged
executed
expanded
expedited
extended

familiarized
formulated
governed
grouped
guaranteed
guided
generated

illustrated
improved
increased
informed

initiated
instructed
interpreted
introduced

inventoried
invested
investigated
lectured

maintained
managed
measured
merged
minimized
modernized
modified

motivated
observed
obtained
operated
organized
originated
marketed

planned
prescribed
procured
produced
publicized
published

recommended
rectified
reduced
regulated
removed
reorganized
repaired
replaced
reported
restored

simplified
solved
sponsored
stabilized
strengthened
studied
supervised
supplemented
surpassed
suggested

terminated
trained
transferred
transformed
unified
updated
utilized
vetoed
wrote

Judging your Résumé's Quality and Effectiveness

If you cannot answer "yes" to each of these questions, examine your rough draft carefully and make changes so that you can answer "yes".

APPEARANCE

Is it neat and easy to read?
Do topic headings stand out?
Have you used space to highlight headings and important information?
Have you used underlining, capitalization, bold type, varied type styles, and spacing to highlight important information?
Were you consistent in placement of headings and content - centered, margined, indented?
Have you used the best type style or styles to create the image you want?
Is your résumé free of typographical errors, misspelled words, messy erasures?
Does your résumé look professional and businesslike?
Is your final draft clear and dark enough for good duplication?

OVERALL PRESENTATION

Is your résumé well organized, presenting a professional image, highlighting the most important information?
Can you discuss all the elements of your résumé if asked to do so in an interview?
Does your résumé present your qualifications in the best light possible, stressing skills?
Does your résumé make it easy for a potential employer to say "yes" to a request for an interview?
Is your résumé concise and thorough?
Is your résumé the most professional presentation of your ability to complete a task effectively and successfully?
Would you be proud to show a potential employer your résumé?

CONTENTS

Identifying information

Does your name stand out?
Are your address and phone number easy to find?
If more than one address or phone number appears, is it clear when each is to be used?

Objective statement (*if used*)

Does it project knowledge of the desired career field by using appropriate phrasing?
Does it stress job titles, job functions, your skills, or a combination of these?
Have you considered developing a multipurpose résumé without an objective, as well as one or more résumés with objectives?

Experience

Have you included all experiences that project skills and accomplishments?
Did you describe experiences in active phrasing, using skills-oriented and useful descriptive words?
Did you discuss achievements and accomplishments, noting facts and figures when appropriate?
Are experiences grouped according to topics that are related to your goals or stated objective?
Have you really thought about all the activities, paid and volunteer, that contributed to your developing the skills and abilities you possess?
Do job titles, organizations, or both, stand out as well as you desire? Could a potential employer find them easily?

Have you presented experiences in reverse chronological order? If not, is there logic behind the presentation?
Have you included dates with your descriptions? If not, do you have a good reason for leaving them out?

Education

Have you presented school(s), degree(s), area(s) of concentration, courses, honors?
If an objective is stated, have you highlighted academic experiences that are most relevant?
Are grades or grade point averages presented, if complimentary? (In other words, if they are something to brag about - if not, don't include them!)
Have you presented academic-related information appropriate for your goals?

Community/school activities

Have you listed appropriate activities, noting leadership positions and describing responsibilities?
If you included organizations that might be controversial, have you considered how a potential employer might react?
Have you presented activities in clear fashion, avoiding acronyms and describing little-known organizations and awards?

Skills

Have you presented your skills in the language of potential employers, in terms appropriate to your goals?
Have you been objective and thorough in your self-assessment, presenting skills you truly possess and those you feel confident using on the job?
Have you provided evidence concerning where you developed and utilized these skills, referring to experiences, education, or activities?

Qualifications summary

Have you outlined the qualifications you possess, those that would be attractive to an employer considering you for a position related to your objective?
Do you show an understanding of the field by using appropriate terms and stressing appropriate characteristics?
Have you considered using headings such as Related Experience to highlight important information?

Interests

Have you included only positive information, leaving out anything that can be viewed negatively, hurting your chances?

Personal date

If presented, did you leave out any information that could be used to discriminate against you?
Yes, I know they are not supposed to discriminate against you by law, but you don't want to take chances in the real world.

References

Did you include name, title, organization, address, and phone number for each reference?
If you didn't present references' names in your résumé , did you present a statement concerning the availability of this information? Have you made sure that your references are readily available?

ORDER OF ELEMENTS

Are the most important topics first?
If your résumé is more than one page, is the most important information on the first page?
If you developed more than one résumé, have you considered the order of organization for each one?

FORM AND GRAMMAR CHECKLIST

1. Is the text centered and balanced on the page?
2. Have you eliminated all errors: spelling, grammar, and typographical errors?
3. Is there plenty of "white space" on each page; wide margins and space between paragraphs?
4. Could the résumé tell the same story if it were shortened?
5. Does the résumé avoid general statements and focus on specific information about experience, education, and personal information?
6. Have you avoided technical jargon ?
7. Do sentences start with an action verb?
8. Have you avoided the third person (he, she) and passive voice?
9. Is "I" used sparingly, if at all?
10. Do you give specific examples of successful performance when possible?
11. Do specific examples make results concrete by giving numbers, percentages?
12. Do all statements appear to be in proper form?
13. Have you avoided big words, unusual adjectives, and superlative statements (very, the best, the most, etc.)?
14. Have you used short, information-packed sentences in brief paragraphs?

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Sample Cover Letter Form

Present Mailing Address
City, State, Zip
Current Date

(4 spaces)

Addressee's Name
Title
Organization
Street Address
City, State, Zip

(2 spaces)

Dear Mr./Ms. _____:

(2 spaces)

FIRST PARAGRAPH: In your initial paragraph, state the reason for the letter, the specific position or type of work you are seeking and the resource (news media, friend, Career Services Office) you used in learning of the opportunity. Indicate any special knowledge you have concerning the position, the company, its products or services.

SECOND PARAGRAPH: Sell yourself! Try not to repeat the information in your resume, but expand on it. You might want to explain how your academic background makes you a qualified candidate for the position. If you have had some experience, point out any special skills or knowledge you developed as a result. Describe what sets you apart from the crowd.

FINAL PARAGRAPH: Refer the reader to the enclosed resume or application blank. Indicate your desire for a personal interview and your flexibility as to the time and place. Repeat your phone number in the letter and offer any assistance to help in a speedy response. Close your letter with a statement or question which will encourage a response. You might ask for more specific information about the position, the company or the geographic area, or request recruitment literature if none is readily available. You may want to take the initiative and follow up your letter with a phone call to arrange an interview.

(2 spaces)

Sincerely,

(4 spaces)

Your Full Name

(2 spaces)

Enclosure

A letter of application: Used to respond to a job posting, this letter highlights skills and motivation while demonstrating the applicant's ability to write a good business letter.

Box 1222
Tulane University
New Orleans, LA 70118
April 3, 1985

Ms. Marie Jeannette
Paralegal Manager
Daley, Daley, and Rogers
200 Park Avenue
New York, NY 10166

Dear Ms. Jeannette,

I am writing to apply for the paralegal position that was posted in the Tulane University Career Planning and Placement office. The position described in your posting seems to match my career goals and qualificatio quite nicely.

As noted on the enclosed résumé, I would like to utilize my research and writing skills while working for a law firm as a paralegal. My academic courses have required a great many research projects and papers. Please enclosed a few abstracts of my efforts. I hope they demonstrate to you m capacity to undertake research and report findings in a clear and concise fashion.

I can work well under the pressure of deadlines, and I have been involved a great many group projects. My work experiences have taught me that one must be prepared to work beyond the typical forty-hour week to achieve success. I am willing and able to do so for Daley, Daley, and Rogers.

Your active consideration of my credentials would be greatly appreciated. will call you next Friday to confirm receipt of this letter and to discus appropriate next steps. Please feel free to contact me if you require additional information to support my candidacy.

Thank you.

Sincerely,

Joseph E. Byrne

Joseph E. Byrne

Enclosures

Sample Resume #2

KATHERINE D. ANDERSON
E-102 Court Ridge
Greenville, SC 29609
(803) 294-1234

OBJECTIVE

A position in the field of fund raising that requires leadership abilities and good communication and organizational skills.

EDUCATION

Furman University, Bachelor of Arts, June 1989
Major: Psychology
Cumulative Grade Point Average: 2.8
Supporting Courses: Economics, Business Management, Business Writing, Public Speaking

RELATED EXPERIENCE

Leadership

Coordinated and delegated work of club members as Rush Chairman for the Delphian Society.

Elected as Vice President of Inter-Club Council for women's social clubs.

Served as Coordinator for Project Plea of Collegiate Educational Service Corps.

Communication

Provided prospective students with guided tours of the Furman campus.

Assisted in the design and development of "Keep Off the Median" brochure produced by the Job Development Student Advisory Council.

Solicited over $1200 in pledges as telethon worker for Furman's Loyalty Fund Drive.

Organization

Served on Executive Week Committee planning in-class and out-of-class activities for five visiting businessmen and professionals.

Organized a series of educational programs for small businesses as office intern at Greater Greenville Chamber of Commerce.

WORK HISTORY

Office Intern, Small Business Department, Cincinnati Chamber of Commerce, Cincinnati, OH Summer 1988.

Hostess/Waitress, Ryan's Family Steak House, Cincinnati, OH. Summer 1987.

Youth Counselor, Camp Friendship, Hendersonville, NC. Summer 1986..

ADDITIONAL INFORMATION

Born April 25, 1967, in Dayton, OH Graduated from LaSalle High School in Cincinnati. Captain of Varsity Cheerleading Squad and participant in LaSalle Community Outreach Program.

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RAYMOND KRIEGER

3218 SE Woodstock Blvd.
Apartment 4
Portland, Oregon 97202
(302) 776-3195

182 Federal Ave.
Apartment 32B
Los Angeles, California 90045
(213) 823-6284

WORK EXPERIENCE

Personnel Counselor, Dynamic Personnel Resources, Inc., Los Angeles, CA
Interviewed applicants, initiated and developed employer contacts, visited client company operations, coordinated applicant and employer communications from initial contact to hiring. Specialized in clerical personnel.

Provided direct support for manager of clerical area—trained and supervised personnel counselors, maintained daily, weekly, and monthly individual and area performance records.

Summers 1981-1983 and part-time as needed 1981-1983

Assistant Buyer/Salesperson, I. Magnin, Portland, OR
Ordered merchandise, coordinated its arrival and transfer to departments, completed all paperwork involved in pricing and advertising, and supervised display of merchandise. Completed Junior Executive Training Program while full-time student. Promoted into program after six months as part-time salesperson.

As salesperson, assisted customers with selections, displayed merchandise, maintained inventory, and tabulated daily receipts.

Summer 1984 and part-time 1983-present

EXTRACURRICULAR ACTIVITIES

Fund-Raising Volunteer, Reed College Development Office, Portland, OR
Solicited alumni donations via telephone fund-raising drives.

1983 and 1984

Kappa Sigma Fraternity, Reed College, Portland, OR
Publicity Chairman—Promoted fraternity events using posters and flyers. Designed and created all promotional materials. Coordinated decorations at various functions.

1982-1983

Greekspeak, Reed College, Portland, OR
Editor—Organized, edited, and coordinated production of newsletter for fraternities and sororities.

1981-1983

INTERESTS

Art
Sketch and paint landscapes and portraits.

Travel
Traveled throughout western United States, Mexico, and Spain. Speak Spanish.

EDUCATIONAL BACKGROUND

Reed College, Portland, OR
Bachelor of Arts in Studio Art, May 1985
Minor in English

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KATHY FISH

Home Address
198 Vine Street
Damariscotta, Maine 04543
207-563-1972

School Address
352B Main Street
Brunswick, Maine 04011
207-724-3356

EDUCATION

Bowdoin College — Brunswick, ME
Bachelor of Arts, May 1985. Honors major in Government (GPA 3.4/4.0), with emphasis on analysis and comparisons of political systems.

Courses included international organizations, macroeconomics, microeconomics, international economics, accounting, and computer programming (BASIC and BASIC 7).

Foreign study in Paris, France. Fluent in French. College exchange with Dartmouth College, fall 1983.

Class of 1985 Executive Committee. Inter-Dormitory Committee. Dormitory Chairperson 1982. Women's Track. Women's Rugby. Glee Club. Intramural Sports.

Lincoln Academy — Newcastle, ME
Graduated Valedictorian, June 1981. Selected for AFS International Student Exchange to Salvador, Brazil, 1980. National Honor Society. Senior Class President. Maine Scholar's Day Delegate.

EXPERIENCE

Bowdoin College Office of Financial Aid — Brunswick, ME
Student Assistant. Assist students in completing financial aid forms. Review applications, calculating need analyses and submitting forms to financial aid officers for final decisions. Complete work-study and other federal paperwork. Maintain student files. (September 1984--present)

Bowdoin College Government Department — Brunswick, ME
Research Assistant. Aided professor with research project. Results presented at an international symposium in Rio de Janeiro, Brazil. (March-June 1983)

The Cheechako Restaurant — Damariscotta, ME
Waitress. Supervised dining-room personnel. Analyzed and accounted for dining-room receipts. (Summers 1982, 1981, and 1980)

Assumed full responsibility for meeting costs of college education.

CAREER-TRANSFERABLE SKILLS

Research and Analytical Skills
Selected as research assistant by professor in Government department. Gathered and analyzed data regarding the effect of economic factors in the formation of political systems in Spain and Portugal. Developed and conducted independent research study dealing with politicization of children; results were used in research paper.

Organizational Skills
Assisted with design and coordination of 300-person telephone survey concerning campaign issues involved in Maine Senate Race, 1982. Recruited and trained surveyors. Wrote reports concerning results. Maintained financial aid files for over 750 students.

Interpersonal Skills
Experienced in training and managing fellow workers, counseling peers, and representing peers in elected positions. Lived with two non-English-speaking families as part of foreign-study experiences. Advised and counseled students on financial aid issues. Motivated volunteer workers to contribute time and money to political campaign.

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